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ABSTRACT

Possible educational goals for a college to be developed by Rock Church in Virginia Beach were defined, based in part on an analysis of views of pertinent interest groups about what the college should be. In addition, priorities among these goals were established, and questions and steps to prepare for a college were identified. Among the 246 individuals who were surveyed were leaders of the church, public school guidance counselors, Christian academy high school seniors, and faculty members from several colleges. The following questions were identified as guides for planning the new college: (1) What kind of educational program will the college emphasize? (2) Who will the college serve, and where will it be located? and (3) What will the relationship of the college be to the community? Additional planning considerations include governance and administration, financing, and outcomes. The survey findings indicated that the most important areas for the future college were personal development, intellectual skills, vocational preparation, and academic development. Sixteen additional areas are identified in the order of importance. (SW)

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A PRELIMINARY PLANNING STUDY FOR A NEW COLLEGE

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May, 1983

The College of William and Mary

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FOREWARD

As a result of discussions with Pastor John Gimenez, and Mrs. Dyanne Bostain of Rock Church, Virginia Beach, and Dr. Mary Ann Sagaria of the College of William and Mary, an agreement was reached in September, 1982 to conduct a study which would assist in defining possible educational goals for a college to be developed by Rock Church. The investigation was to be undertaken by Higher Education doctoral students at the College of William and Mary.

It was understood that the study would consider views of pertinent interest groups about what the college should be. In addition, the study was to establish priorities among these goals and to identify questions that should be addressed and steps to be taken to prepare for a college.

Two hundred and forty-six individuals were surveyed as part of this research. This included the leadership of the Rock Church, many members of the Full Gospel Business Groups in Virginia, guidance counselors from the Virginia Beach Public Schools, high school seniors from Christian academies in Virginia and faculty members from several colleges.

Further, Kenneth G. Leftwich assisted with the data collection, Anne M. Pratt assisted with the report and Mrs. Teresa Lemons typed all the project materials.

Lastly, the findings of this report are concerned only with those educational matters relevant to the initial steps Rock Church should take regarding its proposed college. In addition to the surveys, our findings and recommendations are based on our review of the literature on postsecondary planning, governance and curriculum and the knowledge the project team has gained in their study of higher education and their experience in educational organizations.

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EXECUTIVE SUMMARY

1. When Rock Church outlines plans for a new college, the answers to several questions are needed as guides to planning:

    1) What kind of educational program will the college emphasize?
    2) Who will the college serve? Where will the college be? and
    3) What will the relationship of the college be to the surrounding community and any other related communities?

2. Two hundred and forty-six persons were surveyed to consider views of pertinent interest groups about what the college should be. Those areas considered to be most important for the future college were personal development, intellectual skills, vocational preparation and academic development.

3. A College Planning Commission should be appointed as soon as possible by Reverend Gimenez, and a detailed statement outlining their mission, responsibilities and timetable should be prepared.

PLANNING CONSIDERATIONS

When Rock Church outlines plans for a new college, the answers to several questions are needed as guides to planning:

1) What kind of educational program will the college emphasize?
2) Who will the college serve?
3) Where (in what setting) will the college be?
4) What will the relationship of the college be to the surrounding community and any other related communities?

Community

When answering these questions, Rock Church can begin by reviewing local educational needs. Are there particular groups of people who need specific kinds of educational preparation? For instance, local people who are new to the United States may need certain kinds of programs to help them in their adjustment to a new country. If local businesses and industries are asking for certain skills, like drafting or bookkeeping skills, this, too, can be considered. So also can any needs to identify and become better acquainted with cultural concerns of local people be listed as plans for the college are drawn. In this way, planning will be directed toward setting up specific educational programs that help students to meet stated public needs.

At the same time, Rock Church may want to look at local economic concerns for guidelines: Where and in what ways are local economic resources either abundant or scarce? How will that affect the college and its students? If the college also wants to meet accreditation requirements for any professional or educational organizations, pertinent guidelines for certification may be reviewed. Similarly, the Department of Education and the State Council for Higher Education in Virginia may have guidelines or suggestions that can be helpful in planning a college. Any state or federal requirements for colleges may also figure into the planning. All such guidelines or concerns can be discussed in terms of how the college's programs will stand in relation to the different considerations.

College Characteristics

A blueprint for a college will be shaped by many things. Such things as land, buildings, equipment, and utilities describe some of a college's physical resources. Short-term and long-term financial operations determine a college's need for financial resources. The staff represent the human resources of a college; and each person brings a background of education, experiences, and special skills to his or her faculty, administrative, or staff position. Together, the physical, financial, and human resources represent significant planning considerations.

Students

The students who will attend are another important consideration. Rock Church planners must know who they are and what they will bring to the college. How old will most students be? Will there be both female and male students? What kind of previous educational preparation will students have? How many students will be attending college full-time or part-time? Will they be working while attending college? What about the students' financial capabilities? How will students pay for their education? The answers to these questions not only describe the student population, but also represent a first step in helping the faculty and administration decide how to meet students' educational needs.

Governance and Administration

Once a general outline of the college has been drawn, Rock Church can proceed to the development of detailed action planning. Four important questions can guide setting up and maintaining a college:

1) What legal authority defines the college?
2) What departments/divisions will make up the college?
3) What management and support functions are required and how will they be assigned to people?
4) How will the organizational parts relate to each

other?

The legal authority to organize and serve a college usually rests with the governing board. This board first must establish how many will regularly serve as board members, for how long, and in what capacity. Then the duties of the board need to be set out, for immediate and long-term operations: What will the organization activities of the board include (e.g., making up organizational chart)? What will the selection duties be (e.g., choosing a college president)? What overseeing or evaluation authority will the board assume (e.g., to review finances or staff salaries).

The answers to this next set of questions will help to fill in the parts of the college plan related to the college's basic operating structure. What will the President's duties be? What authority will the President have? What will be the relationship of the President to the governing board and the rest of the college? Similarly, what kind of staff will serve the college? How will the staff be recruited? How many people will be recruited? For what positions will people be recruited -- faculty, administration, staff?

Financing

Underpinning that operation structure are certain financial concerns. Initially, Rock Church needs to decide how much money will be needed to set a new college on its feet. The costs of everything from construction, zoning permits, sanitation permits and clearances, supplies, and initial staff hirings represent major expenditures which must be funded before income from the first tuition fees has been received. From short-term start-up costs, Rock Church can next move to establish some long-term budgeting priorities. Balancing the costs of such things as salaries, maintenance, utilities, insurance, and support services against such income sources as tuition, endowment funds, or church funds will make up parts of the on-going budgeting plan.

Curriculum

The curriculum lies at the center of a college. The educational goals of the college shape this important and central part of the college. Goals can be developed as responses to questions such as these:

1) What subject areas will make up the educational program?
2) What instructional techniques will the educational program require?
3) How will the educational program be delivered?

4) How will the subject areas, instructional techniques, and delivery of the curriculum be integrated to give a coherent educational program?

Goals must be translated into program aims, which in turn guide the development of action plans for the teaching of specific, related subject areas in an appropriate manner. For example, a goal of the college may be to meet the language needs of a bilingual community; program aims may include bilingual language studies; and a specific subject area may be English as a second language. Whatever purposes and goals a college has, and there may be several, all must be explicitly stated as educational program aims, and further detailed as specific subject areas.

Many college curricula have three components: general education requirements, major subject requirements, and electives. Rock College needs first to consider the length of the program: will the length of the program be two-years or four years? Will the orientation of the program be toward basic subject areas like science or math or to applied areas like agriculture or data processing or both basic and applied areas? Finally, how much freedom will the student have in planning his program; how many required courses and how many electives will students take?

Considerations of students' performance are important;

grading standards or procedures represent a related concern here as do the credit options students will have; will students earn the usual A, B, and C grades; how many credits can students receive for a course; will all courses carry credit; how many credits will students need to complete a program of study? Calendar and time arrangements may also be set up to determine when, how often, and how long courses and programs will run.

Productive teaching and learning in a college represents a delicate balance between the subject areas the faculty teaches and the act and how the act and science of teaching each area is taught, plus the subjects the students take and how each student approaches each subject. Many instructional techniques exist to help teachers as they try to set up that teaching/learning balance. Many teachers use lectures, discussion groups, seminars, and individual studies. Others use field, studio, and lab experiences, computer assisted instruction, competency-based instruction, and team teaching. The important concern is to fit the instructional technique to the educational needs of the student.

Co-Curriculum

Finally, there remain some significant services that help to provide strong support foundations for the educational program. Admissions, financial aid, and housing

services may head that list. Rock Church needs also to consider providing counseling services to address students' academic, personal, and career concerns. Student records, student placement, and student health services represent part of the students' round of life. So also do student activities, such as agriculture associations, foreign language clubs or international programs. Also student athletics present opportunities to round out student life on campus. Of course, book stores and libraries also offer important services to a college. Campus security can be a planning consideration, too.

Outcomes

Deciding what the outcomes of the educational enterprise will be is the next task. Rock Church can ask, "What will the educational results be?" "What will the curricular results be?"

Educational results remain linked to the goals that are initially set forth to establish the mission of the college. Once the goals have been listed, program aims stated, and corresponding subject areas chosen, then the development of skills (such as mastery of English), attitudes and values (such an appreciation for lifelong learning), and aspects of culture (such as writing, painting, designing) that will result from the teaching/learning activities can

be discussed. Since it is difficult to separate resulting skills from resulting attitudes and values from resulting culture, they should be considered together.

The nature of curricular results expected will be determined by the specific degree and/or non-degree programs offered. Other curricular results can include work/study programs, foreign exchange programs, and consulting or exchange programs in the local community. In a long-term view, the outcomes of an educational program will influence future programs as current teaching affects learning which in turn affects future teaching and learning . . . and so on.

GOALS STUDY PROCESS

The Small College Goals Inventory (SCGI) was chosen to identify possible college goals and to determine priorities among diverse goals. The SCGI addresses the specific concerns of the small independent college and provides a way by which individuals and groups can contribute their thoughts about them. The summaries of these thoughts can serve as a basis for deliberation toward final definition of college goals.

The SCGI, published by the Educational Testing Service, is a questionnaire composed of 90 statements of possible goals for small colleges. Respondents indicate their views of these goals on a five-point scale ranging from "Of No Importance" to "Of Extremely High Importance" as the respondents would like them to exist. About half the statements refer to student growth and development and the others relate to service and support goals dealing with college climate and educational process.

During November and December, 1982 five groups of people thought to be associated in important ways to Rock Church's proposed college completed the survey. Nineteen church leaders, 47 business people, 76 seniors in Christian academies, 45 guidance counselors and 54 faculty members representing interest groups who would contribute their

ideas about the proposed college. The result is a large amount of information which should be carefully examined and serve as the basis for discussion for important policy decisions.

PRINCIPAL FINDINGS

In this section of the report we will examine the four goal areas which received the highest ranking overall by those respondents. By so doing we hope to achieve the following: (1) presentation of those goals perceived as most important overall; (2) illustration of the range of issues to be dealt with that are implied by each goal area; and (3) consideration of how these issues may be approached. The section will close with some qualifications on the use of the goal areas.

Of the 20 goal areas the four ranked highest are:

1. personal development--to attend to non-academic areas such as self-discipline, independence, adaptability, and personal responsibility;
2. intellectual skills--to develop abilities in research and problem solving skills, and in organizing, combining and integrating knowledge;
3. vocational preparation--to assess personal goals or abilities and prepare for a field of work; and
4. academic development--to acquire and apply general and specialized knowledge, maintaining high intellectual standards on campus.

Each of these goal areas will be considered in turn.

Personal Development

Where personal development is concerned, Rock Church must create an environment which encourages students to accept responsibility for their behavior. Instructional and administrative personnel must value this goal and work to foster its development both by their example and by the standards and procedures they establish for students. In order for students to learn to handle responsibility they must be given responsibility. This might consist of managing their own affairs in such areas as governing themselves or running a school newspaper. Student support services such as counseling, residence life, and social and civic affairs clubs can afford opportunities for students to better understand their developmental needs and to actively work in and for their own development. Opportunities for thinking through issues or problems both in class and out of class can further encourage such self direction. In short, providing appropriate arenas where students can actively participate in a broad and varied set of activities, where they can make mistakes as well as be successful, has the potential to enhance their personal development, their ability to adapt to changing situations, and their future success in varied environments.

Intellectual Skills

Improving intellectual skills is another complex goal area for planners to tackle. In order for students to improve their abilities to organize and synthesize knowledge, not only must a variety of information sources be provided in the curriculum, but also the curriculum needs to be structured and approached by the faculty in ways that encourage these abilities. Matching teaching talents and abilities to student talents and abilities to appropriate subject areas in the humanities, sciences, and social sciences lies at the center of efforts here. Helping students to listen or think effectively for themselves, and also to communicate their thoughts well can be the by-product of the well-matched teaching/learning effort. In turn, in a shared community where respect for these intellectual skills prevails, students and teachers alike work together, integrating newly learned knowledge with personal experiences. Deciding whether the curriculum will have more required courses, more elective courses, or a little of both represents one more consideration of the planning effort here--once again, a consideration made in light of the needs of the people involved.

Vocational Preparation

Vocational preparation can be approached similarly. In

what vocational fields will students need to develop? How can one best match students' abilities to a vocational field? These questions need careful attention in order to begin assisting students in their preparation for specific occupations. Helping students further to secure jobs or advanced study and training in their chosen fields also remains an on-going effort of matching human abilities to vocational fields. Such things as student placement services, career counseling, on-the-job or in-service training experiences, and vocational testing and evaluation services to help students define their talents can be very useful in this part of the endeavor.

Academic Development

Understanding the basic concepts of the humanities, social sciences, and natural sciences resides at the heart of students' academic development. Initially, the responsibility for knowing the methods used by other scholars for inquiry in the various subject fields lies with the faculty. Furthermore, this knowledge is a basic foundation to understanding and transmitting the concepts for the various subjects to students. Whether helping students to acquire a broad range of knowledge in a number of subject areas or to study in depth in one or two areas, the quality of training and commitment among the faculty remain

essential to maintaining high intellectual standards. In the case of students' academic development, the depth and breadth of knowledge, mixture of skills, standards of scholarship, or level of academic curiosity and integrity shown by the faculty remains highly related to any harvests of those same things to be reaped among developing students' abilities.

Obiviously these four goals overlap. Personal development, intellectual skills, vocational preparation and academic development are closely tied to each other. Similarly, there is overlap between and among the other 16 goal areas as well. Decisions made to address any one of the goal areas may have an impact on other goal areas--positively or negatively--and must fit with decisions made about other goal areas. Ultimately value judgments must be made regarding the trade offs between conflicting goals.

It is important to remember, too, that these rankings of the goal areas represent the views of the five groups taken together, but are not necessarily how any one group ranked the goals. At some point disagreements over the relative ranking of the goal areas must be considered to answer such questions as: why do differences in rankings exist? How much importance should be attached to the differing group's opinion? Can mechanisms be developed which can address seemingly conflicting goals? Of course it would be

impossible for all constituencies to be in agreement all the time. Some reasonable balance must be struck.

GENERAL FINDINGS

Any planning of policies and actual program should begin by taking into account the ranking of all the goal areas and the relationships among them. In this section of the report the goal areas are listed in the order in which they were ranked by the five groups taken together. The actual SCGI goal statements which make up each goal area are provided as well. These data are useful for providing a context for the principal findings as well as for demonstrating the scope of various dimensions of a small college. These data, however, only begin to describe the information from the survey. Prior to using this information to make decisions it is advisable to study the full technical report entitled Small College Goals Inventory Summary Data Report for Rock Church College to obtain more detailed results and statistical data.

The following goal areas are ranked from one to twenty, with one being the most important:

1. personal development - means identification by students of personal goals and development of means for achieving them, enhancement of sense of self-worth and self-confidence.
   a) To encourage students to accept responsibility for their own behavior.

b) To help student discipline their emotions, impulses, and actions.

c) To help students become more independent and self-directed in their everyday lives.

d) To help students develop the capacity to adapt constructively to changing situations and environments.

2. intellectual skills - relates to an attitude about learning and intellectual work. It means familiarity with research and problem solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to lifelong learning.

a) To improve students' abilities to organize and synthesize knowledge from a variety of sources.

b) To help students apply insights and methods from the humanities, social sciences, and natural sciences.

c) To help students integrate newly learned knowledge with their personal experience.

d) To help students acquire the skills to listen, think, and write effectively.

3. vocational preparation - means offering specific occupational curriculums (as in accounting or nursing), programs geared to emerging career fields,

opportunities for retraining or upgrading skills, and assistance to students in career planning.

a) To help students match their personal interests and abilities with the requirements of various vocational fields.

b) To assist students in preparing for a specific occupation or professional career.

c) To help students find jobs in their chosen vacations.

d) To help students prepare for advanced vocational or professional study (consistent with their abilities).

4. academic development - has to do with acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus.

a) To help students acquire an understanding of basic concepts in the humanities, social sciences, and natural sciences.

b) To help students learn methods of scholarly inquiry or scientific research.

c) To enable students to acquire a depth of knowledge in at least one academic discipline.

d) To encourage students to establish high

standards for their intellectual activities.

5. campus community - means maintaining a climate in which there is faculty commitment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, faculty, and administrators.
   a) To maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers.
   b) To maintain a climate of mutual trust, respect, and concern among students, faculty, and staff.
   c) To maintain a campus climate in which differences of opinion can be aired openly and amicably.
   d) To maintain a climate in which communication throughout the organizational structure is open and candid.
6. interpersonal skills - involves developing the abilities to relate, communicate, understand, and work effectively with other persons.
   a) To encourage students to be open, honest, and trusting in relationships with others.
   b) To help students communicate with others

effectively.

c) To encourage students to develop an active interest in the activities and values of people around them.

d) To help students become able to work effectively with others.

7. ethical and moral orientation - has to do with an understanding of moral issues and a serious personal response to them that affects behavior and actions.

a) To encourage students to examine the moral and ethical implications in each of the subjects they study.

b) To help students understand the moral issues involved in current events in the nation and the world.

c) To help students to develop a set of beliefs and principles that provides a guide to personal behavior.

d) To encourage students to act on the basis of their moral commitments.

8. self-understanding - relates to an awareness of personal qualities, goals, beliefs, attitudes, and values.

a) To help students better understand their own

qualities-talents, values, and interests.

b) To help students develop means of achieving their personal goals.

c) To help students develop a willingness and capacity to examine their own personal beliefs.

d) To encourage students to be open to views that are different from those they presently hold.

9. preparation for lifelong learning - means developing understandings, attitudes, and habits that will result in continuing as an active participant in the learning process throughout life.

a) To foster in students a commitment to study and learn through life.

b) To assist students in developing the capacity for self-directed learning and independent study.

c) To help students understand the value of mid-career retraining as job skills become out-of-date.

d) To acquaint students with basic resources for staying in touch with their chosen fields - for example, journals and professional organizations.

10. planning - is defined as engaging in a regular process of identifying needs, setting goals,

providing programs to meet needs, and evaluating and reporting upon goal achievement.

a) To articulate clearly the mission and goals of the college.

b) To identify systematically the needs for new programs.

c) To create a climate in which systematic evaluation of college programs and personnel is accepted.

d) To engage in systematic planning for the future of the college.

11. religious orientation - means an openness to religious beliefs and issues, development of a personal religious stance, and appreciation for the religious position of others.

a) To enable students to understand and appreciate their own religious heritages.

b) To encourage students to give a hearing to diverse religious views.

c) To help students come to know God and relate to God personally.

12. continuing education - is defined as providing for the educational needs of nontraditional students, such as local townspeople, alumni, and others.

a) To provide opportunities for adults in the

local area to continue their education.

b) To make available educational and career development opportunities for alumni.

c) To admit qualified adults, regardless of their age, to regular college programs.

d) To cooperate with local employers in providing in-service training opportunities for employees of all ages - such as in the health care or criminal justice fields.

13. student social environment - refers to a campus climate where students may develop healthy social contacts and lasting friendships, and where the living situation supports learning and social goals.

a) To operate dormitories in such a way that good social relationships are fostered.

b) To make it possible for students generally to have a satisfying social life while at the college.

c) To provide a setting in which individual men and women students may form satisfying relationships.

14. intellectual environment - is defined as maintaining a campus climate where experimentation with new procedures is common, where students spend

some free time in intellectual and cultural activities, where freedom of inquiry prevails, and where students and faculty can easily interact informally.

a) To build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life.

b) To create a climate in which students, faculty, and staff can easily and informally discuss ideas and interests.

c) To develop an atmosphere of original and spirited inquiry into many aspects of human understanding.

d) To create a climate in which students, faculty, and staff spend much free time in intellectual and cultural activities.

15. democratic governance and freedom — means wide participation by all campus persons in the decision-making process, governance that is responsive to the concerns of everyone at the institution, freedom of the faculty to present unpopular points of view, and freedom of students and faculty to govern their personal lives.

a) To develop or maintain arrangements by which students, faculty, and staff can be involved

significantly in campus governance.

b) To assure that everyone on campus may participate or be represented in making decisions affecting them.

c) To protect the right of faculty and students to present unpopular or controversial ideas in the classroom.

d) To respect individual freedom in matters of personal behavior.

16. social and political responsibility - means engagin a critical evaluation of social and political systems and developing personal positions on those issues that affect social/political behavior.

a) To help students examine contemporary social issues critically.

b) To encourage students to develop a personal political philosophy.

c) To aid students in accepting their rights and responsibilities as members of a community, state, and nation.

d) To help students develop an appreciation of the interdependence of all peoples.

17. cooperation with outside agencies - involves working with governmental agencies in social and environmental policy formation, being responsive

to regional and national priorities in planning educational programs, and working with other educational institutions for mutual strength.

a) To work with local, state, or federal governmental agencies in designing social or environmental programs.

b) To cooperate in a consortium or other group of colleges to achieve common goals.

c) To cooperate with one or more public colleges to make better use of resources.

d) To participate cooperatively in state master planning for higher education.

18. assistance for faculty and staff - refers to fostering professional development and providing services to college faculty and staff.

a) To encourage faculty to conduct basic or applied research in their academic specialities.

b) To provide opportunities on-campus for continuing professional development of faculty and staff.

c) To make it possible - to some reasonable extent - for faculty and staff to attend scholarly or professional meetings.

d) To provide extended opportunities for faculty and staff development off-campus, through

sabbaticals or leaves, for example.

19. cultural and aesthetic awareness - entails a heightened appreciation of a variety of art forms, exposure to arts and customs of other cultures, and active participation in artistic activities.
    a) To foster in students an appreciation of various forms of artistic expression.
    b) To help students express their artistic interests or talents.
    c) To help students acquire a basic understanding of the arts, manners, and customs of one or more other cultures.
    d) To encourage students to participate in the cultural life of other people.
20. meeting local needs - is defined as service to the community in which the institution is located, by committing institutional resources to the solution of local problems or by contributing the personal efforts of college personnel.
    a) To facilitate involvement of faculty, staff, and students in community service activities.
    b) To serve as a cultural center for the local community.
    c) To commit institutional resources - staff time, for example - to help solve local social

or economic problems.

d) To help local residents improve conditions in their own community.

4 RECOMMENDATIONS

1. Rock Church should establish as soon as possible a College Planning Commission. In addition to substantial church representation, the Commission should include educators as well as representatives of groups who will be involved in the administration of the college. This group would prepare a mission statement for the college and a written report and recommendations on the needs for the next one to five years and address the sequence of accomplishing the major needs of the college. It is anticipated that the type of planning effort proposed would take approximately 18 months to complete.

2. Reverend Gimenez' strong leadership and time commitment to long-range planning will be essential.

3. In preparing for a new college, it is recommended that Rock Church employ the services of an experienced post-secondary educator to work with planning. This person should have expertise in college administration and possess academic credentials appropriate for a major leadership position in a four year accredited college.

4. It is recommended that Rock Church involve educational consultants to prepare a series of position papers for the College Planning Commission. These papers should address the needs of the college and the direction it plans to head. Possible areas of interest could include governance,

curriculum, finances and budget, faculty and faculty compensation, admissions and financial aid. These papers would serve as an important information and communication vehicle and would help lay groundwork for a college.

IMMEDIATE FIRST STEPS

1. The findings and recommendations in this report should be reviewed by Reverend Gimenez and Rock Church leaders as soon as possible.
2. The report should serve as the basis for discussion to precede important decisions that will chart the future direction for a college.
3. Appropriate funding for long-range planning for a college should be approved and committed.
4. A College Planning Commission should be appointed as soon as possible by Reverend Gimenez, and a detailed statement outlining their mission, responsibilities and timetable should be prepared.
5. A decision should be made in the near future to appoint a Planning Director to devote full-time effort to the planning of a college. This person may serve as the staff person to the College Planning Commission.
6. Once the College Planning Commission is well underway, a feasibility review should address questions related to timing, size of the college, and potential leadership.

THE PROJECT STAFF

Dyanne Bostain has professional experience which includes developing a preschool center and serving as an assistant principal. She received a B.S. in Psychology and a M.S. in Guidance and Counseling from Old Dominion University.

Thomas E. Butler is an Economics faculty member at Thomas Nelson Community College. He has taught at several colleges in Texas and worked in the insurance business. Mr. Butler holds a B.A. in Economics and an M.S. in Economics and Education from North Texas State University and an Advanced Certificate of Study in Higher Education from the College of William and Mary.

Archie W. Earl, Sr. has taught mathematics for several years at secondary and collegiate levels. He received a B.S. in Mathematics Education from Norfolk State University and a M.A. in Mathematics Education from Hampton Institute.

Mary Ann D. Sagaria is presently assistant professor of higher education at the College of William and Mary. Previously she held administrative positions at the University of Minnesota, State University of New York at Geneseo, and the Pennsylvania State University. She holds a B.A. degree in Political Science and Ed.D. degree in Higher Education and Public Administration

from the Pennsylvania State University and an M.Ed. degree in College Student Personnel Services from the University of Miami.

George Stone is Director of the Bureau of Staff Development of the Department of Health of the Commonwealth of Virginia. He has considerable experience with health care and pharmaceuticals through holding managerial responsibilities with Homemakers International Company and Pfizer, Inc. Mr. Stone earned a B.S. in Secondary Education from Butler University and a Masters in Public Health from the University of Oklahoma.